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Seat Work for Rural Schools

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Seat Work for Rural Schools

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FOREWORD.

The results of recent observations of rural school teaching show a real need for more truly educative work that the children in ungraded or partly graded schools may do with a minimum of active supervision on the part of the teacher. The numerous requests from teachers in service for help along this line have demonstrated that teachers feel this need and wish to respond.

At the request of the department, Miss Addie M. Ayer, supervisor of Rural Training Schools, has prepared the following material for publication. It is hoped that this bulletin will materially help teachers to make their seat work really efficient. The exercises here suggested are only types and the teacher must originate others similar to them to insure continuance of the work.

EARL S. WOOSTER,
Dean of Rural Department.

Seat-Work.

By seat work we mean certain activities other than book study, planned and assigned by the teacher but not supervised. There are two kinds, one which is closely correlated with the three R's and which is used to reinforce the knowledge or power gained in a recitation, and the other which is more often called handwork, such as weaving, paper folding, clay modeling, etc., and which is less closely correlated with the formal subjects. In this bulletin we have laid more emphasis on the former. It is sometimes hard to draw the line between the two, as in paper tearing and cutting when used to illustrate certain phases of a reading or language lesson, or paper folding when correlated with number.

It is generally admitted that seat work is desirable, but there has been very little written of a definite and suggestive nature that is available for the country teacher. Books on reading and phonics argue the necessity for correlated seat work and they suggest that the skillful teacher will think of a hundred devices, but investigation shows that it is the exceptional rural school that has any of educational value. The untrained, inexperienced and overworked teachers of several grades, need suggestions for devices and management of seat work more than any one thing. Hence this bulletin.

Reasons for Seat-Work.

One motive for having seat-work in school is to give profitable employment to the child for every period he is in the school room. In a school of four grades, each class takes part in a recitation or supervised period of some nature about a third of the time. That means that for two-thirds of the school day, the children are at their seats preparing a lesson, working on a given kind of seat-work, hunting mischief or day dreaming. Natural children keep wholesomely employed, but when there is nothing worth while to enlist their interests, they are actively in trouble or worse still, getting into habits of loafing, which is the most thorough line of training the average rural school is giving. It is the common cry among country teachers, "I cannot get my fourth and fifth grades to study." Of course not, for they have had three years of training in indolence and non-application to work.

In a school of eight grades, the majority of programs give about forty minutes a day for the first grade recitations. After the child has been in school about two months, he may be able to prepare a reading lesson from a primer. We cannot expect him to spend more than twenty-five minutes in the forenoon and the same time in the afternoon, on concentrated study of an assigned lesson. If no seat-work is given, we have ninety minutes, or a little more than one-fourth of the day in which he is profitably occupied. If the child cannot be dismissed early and the weather is such that he cannot go out to play, what is to be done with the remaining three-fourths of the time? It is a conservative estimate to say that seventy per cent of the time in the first grade, to twenty-five per cent in the eighth is wasted in the majority of rural schools of all grades.

Some teachers convince themselves that they have solved the problem by giving the children busy-work which keeps them out of mischief, but if it is nothing more than making paper chains or laying sticks to make a barn, which a child of three could do with his eyes closed, it is of little educational value. They will naturally dawdle for their interests are not enlisted and they know the unimportance placed on the task by the teacher. Other kinds of busy work which have been worn threadbare and which are of little value except for a short time with the very little children, are paper weaving and the use of sewing cards,

The second motive for having seat work is to give training to supplement the class recitation, which is bound to be limited in a school of many grades. When seat-work is correlated with book subjects such as reading, number, phonics, etc., it should be of such a nature that it will strengthen the knowledge or power gained in a previous recitation. For example, if several new words have been taught in a reading lesson, the seat-work following should have a definite purpose to keep those words before the child in such a manner as to require him to compare, judge and draw some conclusion. In reading device number three, two new words such as *said* and *seed* may look much alike to the little child, and so it requires careful observation and comparison to be able to match like words. If certain Roman numerals have been taught in Numbers, or a certain phonogram in Phonics, the seat-work following the recitation should reinforce the knowledge gained. If there is no seat-work to aid in strengthening the impression made in class, quite likely the child will have forgotten, by the time of the next recitation in the same subject, what was taught the previous day.

The more ways the same information is imparted to a child, the stronger the impression. For example, when he studies a reading lesson, there is no way for a teacher to know that he concentrates the attention on the new or difficult words or that the silent reading or study will aid him to any great extent in getting the thought, unless correlated seat-work is also given. Then emphasis may be laid on the new and difficult words, as in devices number three and four. If the selection to be read for the next recitation is difficult in meaning, the haziness of thought may be cleared by simple but searching questions which the child will be unable to answer unless he fixes his mind on the selection. (See device No. 16). Let us remember that seat-work is a test of a child's ability and of his assimilation of what has been given.

Time Required to Complete a Given Amount of Seat-Work.

The length of time that it will take to do a given piece of busy work will depend upon the kind as well as upon the age and ability of the class, but it is necessary to change often enough to hold the interest of the pupils and train them in steady application to work. It is safe to say that most seat-work will not keep children actively employed for more than twenty or thirty minutes. That means that the old work must be inspected and new work passed for about every other period, when periods are ten or fifteen minutes in length.

More Seat-Work for Lower Grades.

In what grades should there be seat-work? The lower the grade the more there is needed. By the time the children get to the fourth grade there is considerable book work, perhaps enough to convince a "school keeper" that anything of the seat work nature is not needed. If the rural school is going to make any progress even in formal subjects, much more supplementary work outside of text books is necessary than is given in most schools. Too much time is spent in preparing a book lesson that should have been mastered in half the time used. To get good results, supplementary work should be given in assigning nearly every lesson of every grade.

Systematic Planning.

Most country teachers agree that the seat work problem is their biggest one. How can it be solved without its being too great a burden for the teacher? Like every other phase of rural school work, half the battle is won when the work is systemat-

ized and the teacher plans each lesson at least two days in advance. This is necessary for intelligent assignment of lessons. Most seat work should be kept in envelopes of various sizes, usually three by four inches when finished is a satisfactory size. Quantities of these envelopes made of heavy wrapping-paper, should be on hand. Have a cardboard pattern, so that by tracing around the pattern, dozens may be made in a short time. The tracing, cutting and pasting of envelopes is a good project for the younger children, while the second and third grades may make them from measurement dictation on the blackboard. Save chalk and cardboard boxes in which to keep the envelopes, having a box for each grade or each subject.

How is a teacher going to find time to make, pass, note results and collect seat work? The envelopes should be made by the pupils as suggested above. The teacher will have to make a model of each kind to be used, and then if possible, train one or two of the older pupils to make the necessary number of copies, pass them at a stated time, inspect the work when done and collect and put into the right box. It will not become a burden or require much time on the part of the older children to do this if the work is divided so that one pupil is responsible for one grade, a second pupil for another grade and so on.

The seat work is of no consequence and the little people soon realize it if the results are not inspected by the teacher or an older child acting as assistant. They must be made to feel the importance of the work and their responsibility for its completion.

How Handwork May Be Introduced.

Many rural teachers would like to introduce handwork, but they do not see how it is to be done when there are so many other phases of school work that seem more pressing. If work such as weaving, spool knitting, raffia and cord work, paper tearing and cutting, and basketry could be put into the country schools without much time being taken from the book subjects, there would be little opposition even in the most conservative districts. If the work is simple and fitted to the abilities of the children, a good deal could be done in one or two twenty or thirty minute periods per week of supervised handwork. At least one period per day for the lower grades could be used, in which children could go on with the work started. Sewing could be conducted in the same manner. There is no more reason that every step of handwork or sewing should be supervised, than that every period of book study should be supervised. A skillful teacher will use handwork as an incentive for good preparation in the formal subjects. Most children will work harder on an arithmetic lesson

if allowed to do an interesting bit of handwork as soon as the assigned lesson is well prepared.

Use of Native and Inexpensive Materials.

In introducing handwork, some teachers have made the mistake of getting, at the beginning, expensive materials such as reed, jute, construction paper and black paper for silhouette work, when native materials such as pine needles, cat tail leaves, corn husks, straw and willow branches for baskets, wrapping paper for folding and cutting, old kodak rolls for silhouettes, cardboard for looms, and string and yarn for weaving and knitting would answer every purpose. If such materials are used and high standards of workmanship are adhered to, it will not be long before school trustees and patrons will see the desirability of handwork and there will be no opposition to buying a reasonable amount of material. This has been demonstrated in many districts.

Good Taste in Construction.

There is a tendency in inexperienced and untrained teachers to make useless, ugly and inappropriate objects. Baskets, mats, boxes, bags, etc., are often too small to be useful. The standard of all construction work should be use or beauty, or both. If an object is to be decorated, there should be a simplicity and appropriateness of design. Why have a sunbonnet baby spelling booklet? Why cut pictures from seed catalogs to decorate a portfolio for maps? If in doubt, make the design conventional. Every school library should have at least one book or set of books which would be a guide in construction and design, such as the Manual Arts Drawing Books, or the Applied Arts Drawing books. (See bibliography).

Correlation of Handwork with Other School Subjects.

As much as possible the handwork should be an outgrowth of other school subjects. This is particularly true of sand table work for there is no better way to teaching history and geography in lower grades, than by means of the sand table. There should be one in every country school. It is well for a teacher in planning handwork to stop, consider and ask herself these questions. *Is it useful? Is it appropriate in design? Does it fit the ability of the children? Will it train children in hand skill? Is it correlated with other lines of school work?*

Devices for Seat-Work.

Note: These are intended only as type devices. The teacher must use her judgment in the selection of the ones to be used, and from these suggestions make others that will be of real value in supplementing the class recitation. No attempt has been made to grade these devices, as most of them can be used in several grades. Again, the teacher must use her judgment in their application. If the seat work is not kept up to date by being correlated with the day's recitation, there is little object in it.

Reading.

1. Sentence building. The whole or part of a reading lesson copied and cut into words or phrases. From these, have the children build sentences using as a model the copy which is on the blackboard, envelope or in the book.
2. From review words or words of a given lesson, have the children build original sentences.
3. Divide a sheet of paper or bristol board into blocks. Write in the rectangles the new or difficult words of the lesson. Each word should be written several times. Children cut into slips and pile words together. The same slips may be used later to build sentences.
4. Divide paper or bristol board as in the above device. Write new words in every other row of rectangles. Write the same words on separate slips. Children match the words and place the small slips in the blank rectangles.
5. Give children small pictures which may be cut from magazines and catalogs. On other cards have name of objects pictured. Children match.
6. Pass to each child a picture that contains several objects as girl, tree, plant, dog, etc. Write on the blackboard or an envelope, names which the objects picture. Children cut out the pictures and arrange in the same order in which the words are written. Illustrated pages from seed and tool catalogs may be used in the same way.
7. Mount pictures of objects on bristol board. On opposite side write the name of the object. Children try to see how many words they can recognize without turning to look at the picture.
8. When teaching letters in alphabetical order, which usually comes in the third grade, have children take certain words and arrange the letters in the order in which they come in the alphabet as for example, Lewiston -e - i - l - n - o - s - t - w.

9. A B C Books. Children trace around a cardboard pattern of a ship and arrange across the top of their paper, lettering each ship. They play the game, "The ship's in the harbor! What is she laden with?" Under ship marked "A" are written all name words beginning with "A" which the children have had in reading. The same is done with the ships marked with other letters of the alphabet.

10. Make original sentences from words of given page.
11. Illustrate certain phrases of a lesson by paper tearing, drawing or construction. This will take several periods, or better, one period for several days.
12. Beginners use seeds to "write" new words on their desk from a copy or from memory.
13. Copy all of the name words of a given lesson; all the action words.
14. Mount on bristol board circles or other forms of the standard colors. Write names which represent the colors. Cut into slips. Children arrange color with word it represents side by side.
15. Write the first word of every sentence of the lesson on separate slips. Children arrange in column form in the same order as in the book. These are often difficult words like there, their, once, either, when, etc.
16. Teacher writes questions about the reading lesson. Children write answers as they study their lessons.
17. Children write list of words that they cannot pronounce or do not know the meaning of. These should be taken from the advance lesson and used as word drill at the beginning of the next recitation.
18. Syllabicate all new words of the lesson.

Phonics.

1. Build words with phonograms and consonants which are written on separate slips.
2. Copy all words from reading lesson that begin with a certain consonant sound; double consonant sound.
3. Find certain vowel families in a given lesson.
4. Copy words from reading lesson of a given number of syllables.
5. Put in accent marks in given words.
6. Copy words of a certain prefix; suffix.

Numbers.

1. Tear or cut out figures. Mount and under each write the word it represents.

2. Mount large calendar figures. Children sort (a) putting like figures together, (b) arranging in numerical order.
3. Write numbers. After each draw the number of lines it represents.
4. Write numbers, their corresponding words, and draw lines or dots to represent the numbers. These should be on separate slips. Children arrange side by side, as—
 3 three . . .
 4 four . . .
5. Pile toy money of a kind together. (Boxes of toy money may be purchased from Milton Bradley and Company).
6. Build with toy money equal to a given sum, that is build in two ways equal to a dime; in three ways equal to twenty-five cents.
7. From blackboard dictation, draw (a) lines of given length; (b) rectangles of given areas.
8. Teacher collect from dry goods stores strips of paper that come in rolls of ribbon. Children measure and cut this "ribbon" into given lengths. Arrange on their desks in the order in which the problems are given.
9. Paper folding from blackboard dictation; from blackboard drawings. Much work in measuring may be brought in in this way.
10. Build rectangles of given dimensions from one inch cardboard squares.
11. Work out certain multiplication tables with objects—splints, corn, pebbles, etc. Record results. Class drill should follow this exercise.
12. Pass rectangular pieces of paper. Children find areas by dividing each of the four sides into inches, connecting the inch marks and counting the squares.
13. Copy certain numbers of the pages from the reader. Write the Roman numerals which represents each number.
14. Find lengths, widths, heights and areas of certain objects in the room.
15. Estimate lengths, widths, heights and areas of certain objects in the room.
16. Estimate lengths, widths and areas of certain pieces of land around the school house.
17. Draw to a scale (a) simple objects in the school room; (b) fences, gates, hen coops, gardens, etc.
18. Take inventory of (a) the library, (b) the school room, estimating costs when they are not known. Record in business form.

19. Make imaginary purchases. Use sale slips on which to record these. Find the amount of the bill. (One can get, for a small sum, sale slip pads from almost any store.)
20. From catalogs, write list of (a) tools necessary for school garden, (b) utensils necessary for school kitchen. Figure cost.
21. Cut out pictures of simple children's dresses from fashion magazines. Children mount and figure the cost of the garment.

Handwork Outline.

Note: In a country school of all or nearly all grades, several grades may be combined so that there will be only two classes in supervised handwork. Though there may be three or four grades in one class, all need not be doing exactly the same kind of work. For example, if paper folding is being taught to several grades, after a little drill work on the sixteen-fold square, the objects which are being constructed may be different. One grade may be making a chair, another a piano, etc. It makes the problem easier if two or more grades are combined in other subjects, history, geography, etc., and the handwork is an outgrowth of those subjects. Then the grades may co-operate in furnishing a doll's house, in constructing a model farm on the sand table or in making a Thanksgiving poster. By earning time, individual children may work at odd moments on a cooperative woven rug or a braided corn husk mat for the school room.

After one or more teaching lessons on a new subject, train children to finish the work or do similar kinds from blackboard dictation. In "Seat Work and Industrial Occupations," by Gilman and Williams, the following is suggested as blackboard dictation for seat work after the children have been told the story of "Red Riding Hood."

"Take some red paper.
Get your white paper.
Get your scissors.
Cut Little Red Riding Hood.
Cut the basket.
Put some eggs in the basket."

In the same book are these suggestions for seat work in connection with a geography lesson on the Western Hemisphere. Directions are written upon the board as follows:—

"At 10:10 John may pass the scissors.
Mary may pass the paper.

Take your circle marker (or compass) and make an eight-inch circle.

With pencil represent the equator.

Open your geographies to the Western Hemisphere.

Cut free hand North America and South America.

Paste in proper position on the circle."

Do not have too many lines of work on hand at the same time. If one model is well taught, the children ought to be able to make similar ones if based on the same principle, without much, if any supervision. For example, if pupils are taught to weave a rug, they should be able to make mats, needle-books, etc., without any teaching though they should see the teacher's finished model. It is not intended that a teacher shall attempt to start all of these projects given, but in correlating the handwork with other lines of school work to select from the outline those that seem to best fit the needs of the school. In some cases, the kind of work may be as interesting and as much worth while in the upper grades as in the lower, if there are logical degrees of difficulty presented. In the upper grades, it may be best to give the girls sewing while the boys have basketry, cardboard and paper construction, simple mechanical drawing and wood-work.

Lower Grades.

September.

- I. Paper tearing and cutting (free hand) preceded by lessons in tracing: ball, apple, balloon, wigwam, canoe, hatchet, peace pipe.
- II. Paper folding and construction, based on the sixteen-fold square: papoose cradle, table, chair, rocker for doll's house; raft, tool chest; envelopes.
- III. Paper weaving for beginners only.
- IV. Spool knitting.
Toy reins.
- V. Sand table.
Homes of primitive people, based on stories from "The Three Dwellers," "The Early Cavemen," "The Later Cavemen," published by Rand, McNally & Company. Scenes from the Life of Hiawatha. Scenes from the Life of Robinson Crusoe.

October.

- I. Paper tearing and cutting (free hand).
Jack-o' Lanterns, witches, brownies; banner of Columbus; borders and designs for book covers from trees, corn, leaves, etc.
- II. Paper folding and construction.
Fireplace, coal scuttle for doll's house; canoe; Columbus' sail boats.
- III. Braiding, weaving, etc.
Corn husk, raffia or cat-tail mat, rug, circular bag or purse.
- IV. Sand table.
Continuation of September work.

November.

- I. Paper tearing and free hand cutting.
Pilgrim's hat and sword, anchors, ships, Indian and Puritan costumes. (clothes pins may be dressed); conventional border for Thanksgiving booklet of windmills, sailboats or turkeys.
- II. Paper folding and construction.
Spelling and Thanksgiving booklet, table lamp for doll's house; Dutch or Pilgrim cradle, Mayflower.
- III. Spool knitting.
Doll's garments; toboggan cap, scarf, muff.
- IV. Sand table work.
Plymouth; the first Thanksgiving.

December.

- I. Paper tearing and free hand cutting.
Christmas stockings, bells, trees and holly to be used for decoration of gifts. Christmas poster illustrating some scene such as The Three Wisemen, The Shepherd's Watching Their Flocks, or some part of the poem 'Twas the Night Before Christmas.
- II. Paper folding and construction.
Christmas tree, wreaths, stars; work box, candy box, cornucopia; book-case, couch for doll's house; drinking cups.
- III. Spool knitting.
Wristlets.

IV. Weaving, knotting, etc.

Napkin ring and picture frame wound with raffia; knotted raffia bag (simplest knot).

January.

I. Paper tearing and freehand cutting to illustrate different phases of moon; snow flakes; winter sports poster.

II. Paper folding and construction.

Grandfather's clock, upright piano, piano bench for doll's house; calendar.

III. Weaving.

Raffia needle book, book bag of grain sack, or jute.

IV. Sand table work.

Road making; Eskimo village.

February.

I. Paper tearing and free hand cutting.

Hatchet, cherries, etc., used for design; United States shield, flag; Washington's army poster.

II. Paper folding and construction.

Valentines, soldier's cap; flat-bottomed boat.

III. Weaving.

Bed spread and rug for doll's house; mats.

IV. Sand table work.

Lumber camp; mining camp; Swiss mountain home.

March.

I. Paper tearing and cutting.

Garden tools—spade, hoe, rake; kite, windmill. Poster illustrating some story or poem such as "The Pied Piper."

II. Paper folding and construction.

Pin wheel, windmill, kite.

III. Knotting and weaving.

Twine bag, work bag, (simplest knot) doll's tam-o'-shanter or hat.

IV. Sand table work.

Model farm or school, home or school garden.

April.

I. Paper tearing and free hand cutting.

Different kinds of trees that grow in the district; Easter rabbits; Arbor Day poster.

- II. Paper folding and construction.
Chicken-coop; wheelbarrow; Easter cards.
- III. Knotting.
Raffia covered bottles for vases.
- IV. Sand table work.
Japanese cherry festival scene.
- V. Sewing—Stitches required.
Doll's apron.

May.

- I. Paper tearing and free hand cutting.
Birds, bird houses; farm animals. Poster illustrating housework of each day of week.
- II. Paper folding and construction.
May basket; spring flowers.
- III. Sand table work.
Circus parade; barnyard scene.
- IV. Sewing for more mature children—Stitches required.
Doll's pillow-case, doll's blanket.

Upper Grades.

Fall months.

- I. Sewing.
Required stitches including buttonholes; dish towel, sewing bag; needlework; simple work apron, hemstitched curtains for schoolroom—See State Sewing Club Bulletins, numbers two and three.
- II. Woodwork.
Drawing to a scale objects to be constructed; accurate measuring and sawing to a line and plaining; boards for window ventilation; broom hanger for school; shelves for lunch baskets and pails; shelves for plants; brackets for shelves; window boxes for flowers; simple sand table for schoolroom; window-box for schoolroom; giant strides for school playground.
- III. Basketry.
Baskets of willow, straw or cat-tail leaves; Corn husk mat for school and home.

IV. Stenciling.

Working out designs for curtains and needlebook to be stenciled later. (See designs in Ladies' Home Journal, Woman's Home Companion, Applied Arts Drawing Books and Manual Arts Drawing Books.)

Winter months.

I. Sewing.

Required stitches; fancy apron; cooking or dusting cap; darning real stockings—See State Sewing Club Bulletin, number three.

II. Woodwork.

Drawing to a scale objects to be constructed. Seed tester; bread board; cold frame; cupboard for noon lunch dishes; swing for school playground.

III. Basketry.

Pine needle basket; raffia bag.

IV. Stenciling or Block printing.

Stenciling curtains, needlebook, work basket and sewing basket from design worked out earlier.

V. Cardboard Construction.

Sewing basket; work basket; blotter pad; portfolio; calendar.

Spring months.

I. Sewing.

Required stitches; underskirt; hemstitched or cross-stitched towel; hemmed or overhand patches; mending garments from home; corset cover—See State Sewing Club Bulletin, number three.

II. Woodwork.

Drawing to a scale objects to be constructed; kite; bird house; mail box; chicken-coop; farm gate; hammer handle; May pole for school festival; teeter-totter and horizontal bar for school playground.

III. Basketry.

Reed and raffia mats and baskets—lazy squaw-stitch sewed baskets; woven reed baskets.

IV. Cardboard Construction.

Note books, post card books, picture frame.

V. Bookbinding.

Same projects as for cardboard construction.

VI. Clay.

Pottery.

Note: There should be sand table work in the upper grades, but no outline is given as it should be more closely correlated with history, geography, and literature than any other form of handwork. See Daniels' School Drawing for suggestions.

HANDWORK SUPPLIES

For catalogs send to Milton Bradley Company, San Francisco, California; John W. Graham and Company, Spokane, Washington; Thomas Charles Company, Chicago; A. Flanagan Company, Chicago; A. B. C. Loom Company, Toledo, Ohio; Zellerback Paper Company, 836 Franklin Street, Oakland, California (For tag board, straw board, paper, etc). One of the best of the inexpensive sets of crayons for general use in country schools is the Embeco Crayons, Milton Bradley Company, Price five cents for a box of eight colors.

Printing presses for printing primary reading lessons, seat work, etc., may be purchased from any of the first four of the above list of school supply houses. Prices from \$1.50 up.

RECEIPT FOR PASTE

1 cup of gluten flour, 1 cup of cold water.

Mix flour and water and pour mixture into three cups of boiling water. Boil for five minutes or until clear. Add one teaspoon of powdered alum.

Bibliography

Handwork, Drawing, Etc.

Applied Art Drawing Books, by Wilhelmina Seegmiller.

Atkinson Mentzer and Grover, Chicago. A book for each grade. Prices, 10 and 15 cents per copy.

Manual Arts Drawing Books, each grade.

The School Arts Publishing Company, Boston. Price 25 cents.

Text Books of Art Education, each grade.

The Prang Educational Company, Chicago. Price 45 to 60 cents each.

Primary Manual Work, by Ledyard and Breckenfeld.

Milton Bradley and Company, San Francisco. Price \$1.25. Particularly good for correlation of handwork and other school subjects. Directions are very definite. For first and second grades only.

Industrial Work for Public Schools, by Holton and Rollins.

Rand, McNally & Company, Chicago. Price 90 cents. Good for advanced work in basketry.

School Drawing, a Real Correlation, by Daniels.

Milton Bradley & Company. Price \$1.20. Excellent for sand table and poster work for all grades.

Spool Knitting, by McCormack.

School Arts Publishing Company, Boston. Price 80 cents.

Pine Needle Basket Book, by McAfee.

School Arts Publishing Company. Price 80 cents.

Seat Work and Industrial Occupations, by Gilman and Williams.

Milton Bradley & Company.

Booklet Making, by Bailey.

School Arts Publishing Company. Price 75 cents.

Blackboard Drawing, by Whitney. Price 25 cents.

Blackboard Sketching, by Whitney. Price 60 cents.

School Arts Publishing Company.

Farm and Home Mechanics.

Superintendent of Documents, Government Printing Office, Washington, D. C. Price 15 cents. This bulletin is issued by the Bureau of Indian Affairs for use in Indian

Schools. It is just what many rural teachers have been looking for—an inexpensive manual that will help in country school woodwork.

Synopsis of Courses in Sewing—Same address as above.

Price 10 cents. Very definite. It will be a great help to teachers who have not had a course in sewing.

Some Things That a Girl Should Know How to Do. Same address as above. Price 5 cents. A bulletin of practical suggestions for a country teacher.

Outline Course in Housekeeping. Same address as above.

Price 5 cents. Definite and practical.

An Experimental Rural School at Winthrop College.

United States Bureau of Education, Washington, D. C. Free. A bulletin which every rural teacher should study.

A Year's Work in Industrial and Social Problems in Grades V and VI. A bulletin issued by the Western Illinois State Normal School, Macomb, Illinois. Very suggestive for correlation of handwork and other school subjects.

Progressive System of Industrial Training.

Industrial Education Company, Indianapolis, Indiana. This company publishes pamphlets covering series of lessons in Shop Work, Sewing and Cooking. The materials, tools and definite directions are given for each project. Write for particulars.

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